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ABSTRACT

The history of the French-Canadians from their beginnings to the present time is the topic of this Learning Activity Packet (LAP). Designed to acquaint students with the French, Canada's earliest permanent settlers following the Indians, the unit is divided into six objectives which include learning activities for each. Students are expected to learn about: 1) the French explorers in the 16th and 17th centuries who came looking for fish and furs, and the beginning of New France; 2) the French way of life along the St. Lawrence River before the Conquest. And how, under the rule of the King of France, the French tradition became established in the seigneurial system in farming; in fur trading with the Indians; and in the establishment of the Catholic church with missionairies; 3) the Acadians, and how their political views eventually led to their expulsion from the country; 4) the Conquest, in 1763, and its effect on the French-Canadians in Quebec; 5) the emigration by tens of thousands of Quebec-Canadians to New England during the mid and late 19th century; and, 6) the present role of French-Canadians and Acadians in New England through an understanding of their culture which has been preserved in the life style of the "little Canadas" in Maine milltowns and in the valley of the St. John River. The activities include the use of maps, simulations, books, role-playing, and audio-visual aids. There are several other units in the series. They are SO 006 140-145. (OPH)

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FRENCH - CANADIANS, ACADIANS AND THE FRENCH IN NEW ENGLAND

Rationale:

Canada's earliest permanent settlers, following the Indians, were the French. After the Conquest, in 1763, by England, Canada became part of British North America. At that time, Quebec was largely inhabited by descendants of the original French settlers, French Canadians who had developed an identity in social customs, language, and religion.

Other French settlers, had settled in the region known as Acadia, the present provinces of Nova Scotia, New Brunswick, and Prince Edward Island. Part of this area had been claimed by the English, and as a result of the earlier French and Indian Wars, a part of the Maritimes became British in 1713, ruling over a large settlement of French Acadians.

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The Acadian French moved up the St. John Valley to settle and farm. Canadians of French descent in Quebec moved over the borders of Quebec into New England, attracted to milltowns. Canadians of Acadian French descent from the Maritimes have moved over the border into Maine to work on lumber operations, in the potato harvest, and in shops.

Today, French-Canadians in Canada are a large community, one-third of all Canadians. There are many towns and cities in New England where there are large numbers of people of French-Canadian descent.

In this LAP, we will study the history of the French-Canadians from their beginnings to the present time.

OBJECTIVE 1: In the search for the sea routes to the East and for wealth in fur and fish, explorers from France reached the area which was to become New France...in the 16th and 17th century. Through tracing the routes of exploration of the principal French explorers, particularly Champlain and Cartier, giving the dates of their exploration and places and extent of settlement, you will learn how New France had its beginnings.

Activity 1: Using as sources Jackdaws: CARTIER OF ST. MALO AND CHAMPLAIN*, or film strip FOUNDERS OF NEW FRANCE*, show on a map or an overlay the routes of Cartier and Champlain, the dates of their travel, and the areas and dates of settlement.

Activity 2: Using as sources Jackdaw: CARTIER #2, #4, and #10*, or Jackdaw: CHAMPLAIN #1, #2, #5, and #9, create a simulation through role playing of either the Cartier or the Champlain explorations from the preparations in France and departure from France to the first settlement in New France. Choose several friends to work with you.

Activity 3: Using as a source COLONISTS AT PORT ROYAL,* pp. 8-11, draw a diagram of La Habitation with a key to explain the various buildings and uses.

Activity 4: Using as a source PICTURE HISTORY OF CANADA,* pp. 11-12, and/or CANADA, STORY OF QUEBEC*, pp. 25-27, compare in composition or in making a list of statements, Champlain's first

winter in New France, in 1604 with a later winter, in 1613. In 1604 you will be concerned with settlements at St. Croix and at Port Royal; and in 1613, with the fur trade route on the Ottawa River to the Great Lakes and back.

OBJECTIVE 2: You will understand the French way of life along the St. Lawrence River and into the interior in the years before the Conquest. Under the rule of the King of France, the French tradition became established in the seigneurial system in farming; in fur trading with the Indians; and in the establishment of the Catholic Church with missionaries. They are most evident in the style of living in the Province of Quebec and to some degree traces of this influence of these early days have carried over to the present day, wherever French Canadians are living in other provinces and in the states.

Activity 1: After reading PICTURE HISTORY OF CANADA,* pp. 18-20; CANADIAN STORY*, pp.27-29; SEIGNEURY OF LONGEUIL,* (booklet); and Chapter 8, "Founding of French Canada," Land and People of Canada,* pp. 58-68, you will construct a pyramid diagram showing the organization for settling farmers in New France on the farmlands which border the St. Lawrence. This is known as the seigneurial system. You will include the King of France, the Intendant, the Seigneurs, and the "habitants".

Activity 2: After reading the sources named above, name from five to ten innovations of Talon, the Great Intendant, which helped to establish New France successfully as an independent colony.

Activity 3: Referring to the source, SEIGNEURY OF LONGEUIL*, you will diagram and label a seigneury, such as that of Longeuil, showing at least 30 land allotments to habitants,using such terms as: leagues, arpents, domaine, Chemin Chambly, Fleuve de Laurent. The terms are explained in the text of your reading.

Activity 4: Using the same source*, plan a role-playing activity with several of your classmates to show the life of a habitant's family on a typical summer day.

Activity 5: After reading from these sources, CANADA,* pp. 43-47; PICTURE HISTORY OF CANADA*, pp. 21-22; CANADIAN STORY*, pp. 22-23; and CANADA, STORY OF QUEBEC*, pp. 30, 31, 32, write a short explanation for the forming of the Hudson's Bay Co., north of New France, in land claimed by England, by two coureurs de bois, Radisson and Groseillers.

Activity 6: Some of the earliest settlements inland near the Great Lakes were trading posts which later became large towns. Using a map of North America, chart the route of the voyageurs from Montreal into the Great Lakes region, using the Ottawa

River, marking any trading posts you can (at least five). You will use the booklet, THE VOYAGEURS* and the Jackdaw, THE FUR TRADE.*

Activity 7: Using as a source, THE VOYAGEURS*, with one or more classmates, make a list of supplies, equipment, and men needed for a brigade of 4 canoes making a voyage from Lachine (near Montreal) to Fort William, Lake Superior. Do not be concerned with amounts of supplies needed, but only name the different kinds of supplies and the number of men judging by what you decide are necessary for each canoe.

Activity 8: After reviewing the filmstrip, FOUNDERS OF NEW FRANCE*, and reading the source CANADIAN STORY,* pp. 30-31, compare in as many ways as you can the exploration of Marquette and Joliet with a trip you have made. You may make a list or write your comparison in paragraphs.

Activity 9: After reading from LAND AND PEOPLE OF CANADA*, pp. 60, 61, 62 and CANADA, STORY OF QUEBEC*, p. 71, be able to explain from your point of view, the accomplishments of the work of Father Laval and the priests who followed him in helping the colonists.

OBJECTIVE 3: You will realize that the French who settled in the present Maritimes were called Acadians. This land had been explored and claimed also by the British. In the Treaty of Utrecht, in 1713, part of the present Nova Scotia was conceded by France to the British. The Acadians lived quietly on this land, however they were unwilling to take an "oath of loyalty" to the British to fight against the French (or to satisfy the British). Eventually this refusal and fear of a French attack led to the expulsion of these Acadians and their being scattered along the coastal states and even to Louisiana.

Activity 1: Please refer to "Halifax & Louisbourg", NOVA SCOTIA MAGAZINE, D '71*, and Jackdaw, LOUISBOURG*, #1, #7, and #8, and write a brief statement to explain the reason that fortfications were built at Halifax.

Activity 2: Observe carefully the two slides: 1) New France after the Treaty of Utrecht, 1713 and 2) the "triangle trade" from New France, to the West Indies, and then to France. Considering factors of location, climate, and the threat of the English nearby, list from 3 to 5 reasons, or make a hypothesis, for building Louisbourg in 1723.

Activity 3: "The story of the gentle Acadians forms one of the great tragic themes of Canadian history. The Acadians love for the land was greater than any allegiance they could show

for France or England, and so they were expelled from the land in 1755." Cooperating with one other classmate and using these sources: 1) "First Settlers", NOVA SCOTIA*, D "71 and 2) "Acadia," CANADIAN STORY, PP. 48-49, give one or more reasons in short sentences why the Acadians could expect to remain in Acadia.

Activity 4: While New France was confident that the fortification at Louisbourg was offering excellent protection to the country, New England farmers and some Massachusetts ships with some assistance from a British naval unit, organized an attack on Louisbourg in 1745. On the basis of the plans and designs for Louisbourg in the Jackdaw*, form a hypothesis to predict the outcome of the encounter. Make corrections in your written hypothesis if there is an error after consulting the additional sources in the Jackdaw and also NOVA SCOTIA, p. 11*.

Activity 5: After the Treaty of Paris, 1763, Acadians no longer resisted taking a loyalty oath to the British since there was no longer French rule in North America. Use slide: After the Treaty of Paris, 1763, to visualize the extent of British rule. Plan a role-play with several classmates of several Acadians who have decided to return to their former homeland. You will need to use such a source as "First Settlers", NOVA SCOTIA*.

Activity 6: Use the sources named above* and construct a pictorial Time Line matching the following dates with illustrations to show the events named: 1713, 1723, 1745, 1749, 1755, 1758- 1774 and Treaty of Utrecht, Louisbourg, the Citadel at Halifax, expulsion of the Acadians, the fall of Louisbourg, and the Acadians' return at the end of the war between France and England.

OBJECTIVE 4: You will understand the effect of the Conquest, in 1763, on the French-Canadians in Quebec. With the advent of British rule, a political loyalty to England was expected in British North America, but the British permitted the French tradition to continue in the French communities. This was demonstrated especially in the Quebec Acts of 1774 and 1791.

Activity 1: "France, once the proud possessor of so much of the North American continent, lost Canada to the English four years after its decisive loss at the Battle of Quebec on the Plains of Abraham." After reading from one or all of these sources: O CANADA*, pp. 54-60; CANADIAN STORY*, pp. 44-47; CANADA, STORY OF QUEBEC, pp. 36-39, pretend you are a French child and are to write a short letter to a cousin in France telling the news of this event and the way it may or may not affect your family who lives on a farm about ten miles from Quebec.

Activity 2: The new ruler of the land settled by the French along the St. Lawrence was now Great Britain. After reading from the sources: CANADA, STORY OF QUEBEC*, pp. 46-47 and LAND AND PEOPLE IN CANADA, pp. 69-71, name the two traditions which were a central part of the French culture and which the British were willing to allow the French to continue enjoying.

Activity 3: Many Britishers who had lived in the American colonies did not want revolution which would mean fighting against George III, the King of England. These Britishers were called Loyalists because they remained loyal to Britain. Using sources: O CANADA,*pp. 61-65, or LAND AND PEOPLE OF CANADA,* pp. 77-87, Ch. X, show on a map of NEAPQ, the area to which Loyalists from the United States came following the American Revolution.

Activity 4: Referring to the source above*, show on the map, the area which was split into upper and lower Canada, by the Quebec Act of 1791. With one classmate plan a role-play of a conversation between a British child and a French-Canadian child to explain the reason for the split.

Activity 5: Using as a source, THE VOYAGEURS*, make a poster with classmates of a "canot de maître". Include the voyageurs, naming the members of the brigade, using a French vocabulary. Also add illustrations showing necessary equipment as named in source.

Activity 6: Your sources will be LAND AND PEOPLE OF CANADA*, pp. 84, 85, 86, and O CANADA,* pp. 82-84; and/or CANADIAN STORY*, pp. 58-61. After reading from sources, discuss the following with a few classmates: "From the French ranks of the Assembly arose a fiery orator, Louis Joseph Papineau. As the years passed, he became increasingly radical." Your discussion will lead you to an explanation of the result of his radical leadership and should include some understanding of the Durham Report.

Activity 7: During the 100 years following the Conquest, the French-Canadian farmers continued to live on seigneurial lands along the St. Lawrence River. Many customs of today have their origins in this long period of continuing the same style of life. Using as a source FRENCH CANADA*, plan with several classmates, a role play of one or more customs of these days of the habitant. (You may find someone of French-Canadian descent in your community whom you can interview to plan your role play).

Activity 8: Canada was a group of colonies of England until 1867 when the colonies joined to form one large country of provinces under the rule of England. From your source, O CANADA*, pp. 84-86, name on a map, using color, the location of these four provinces, showing in separate color the province which had been Lower Canada. Be able to explain briefly the

relationship between this with its concentrated French-Canadian population and the other three provinces in terms of Canada today.

OBJECTIVE 5: You will learn why tens of thousands of Quebec-Canadians began their emigration to mill cities and towns of New England during the mid- and late- 19th century. At an earlier time, when the Deportation took place, a small number of Acadians from the present Maritimes, avoided being deported by seeking refuge in the woods. Later, many of the Acadians, who had been deported, returned to the Maritimes. Finding their farms occupied by the New Englanders, they moved into the south shores of Nova Scotia, onto Cape Breton, and along the rivers of New Brunswick. In 1784, with the arrival of the Loyalists, the Acadians found themselves pushed into the upper valley of the St. John River.

Activity 1: During the 100 years following the Conquest, the Quebec (French-Canadian) farmer continued to live on the seigneuries along the St. Lawrence as shown in Figure 3. Source #1 explains three factors which contributed to the necessity of the French Canadian sons to leave the lands of the Lowland. If you were the son of such a farmer, what reasons would you give your father for wanting to leave your

family and go somewhere else to earn a living.. Prepare a dialogue with a friend between the son and his father which you can present for a small audience.

Activity 2 : Using maps of Figures 1, 15, 16, 17, and Table #1 consider the meaning they have in terms of French-Canadian emigration from Quebec to New England. Write a list of statements or a summary paragraph to explain.

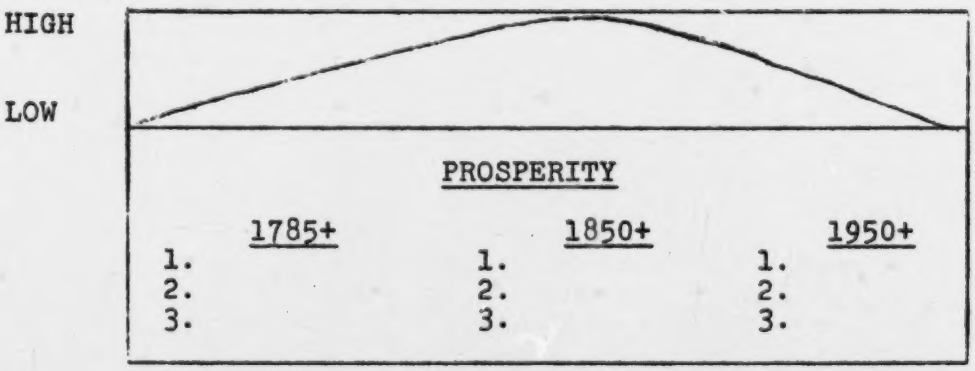
Activity 3: After reading a description of the manner of transportation in the early days of immigration to New England in Source #2, draw a picture to show the French-Canadian family traveling to a New England milltown.

Activity 4: After reading Source #3, plan a poster which a "recruiter"in Quebec could have used to attract workers to Bates Manufacturing Co. in the town of Lewiston.

Activity 5: The Madawaska Story (in portfolio), Source #4, is the story of Acadians, French settlers from Nova Scotia and thereabouts who were forced to leave after England gained supremacy of the region following the Treaty of Utrecht in 1713. Read the early part of the story which speaks of the deportation and the events bringing about the settlement of Madawaska. Illustrate, with several classmates, several episodes in the story of the early days of Madawaska. Each of you may wish to work up one picture.

Activity 6: Read Evangeline by Henry W. Longfellow, which tells of the deportation of Acadians, and choose one passage to illustrate or retell the story, in condensed form, in your words on tape or on paper.

Activity 7: The Madawaska Story, Source #4, shows a trend in economy from meager beginnings in early settlement to relative prosperity in the "middle years". Recent years of economic hardship may be explained by talking with adults whom you know. Using a curved line, name factors which describe each of the 3 periods:



Activity 8: In the years from its settlement in 1785 to 1842, Madawaska had been a community of Acadians settled on both sides of the St. John River. After reading the last part of the Madawaska Story, describe on a map of this region, the information given in this paragraph of the story:

> "In 1850, the population of Canadian Madawaska was 3434 and the population of French Aroostook 3000. In 1860, the population of the first named was 5000 and the second

was 3500, giving a total population in Madawaska of 8500 inhabitants."

Be able to explain to your teacher**, or in a short written statement, the event in 1842 which caused the separation of the community of Madawaska.

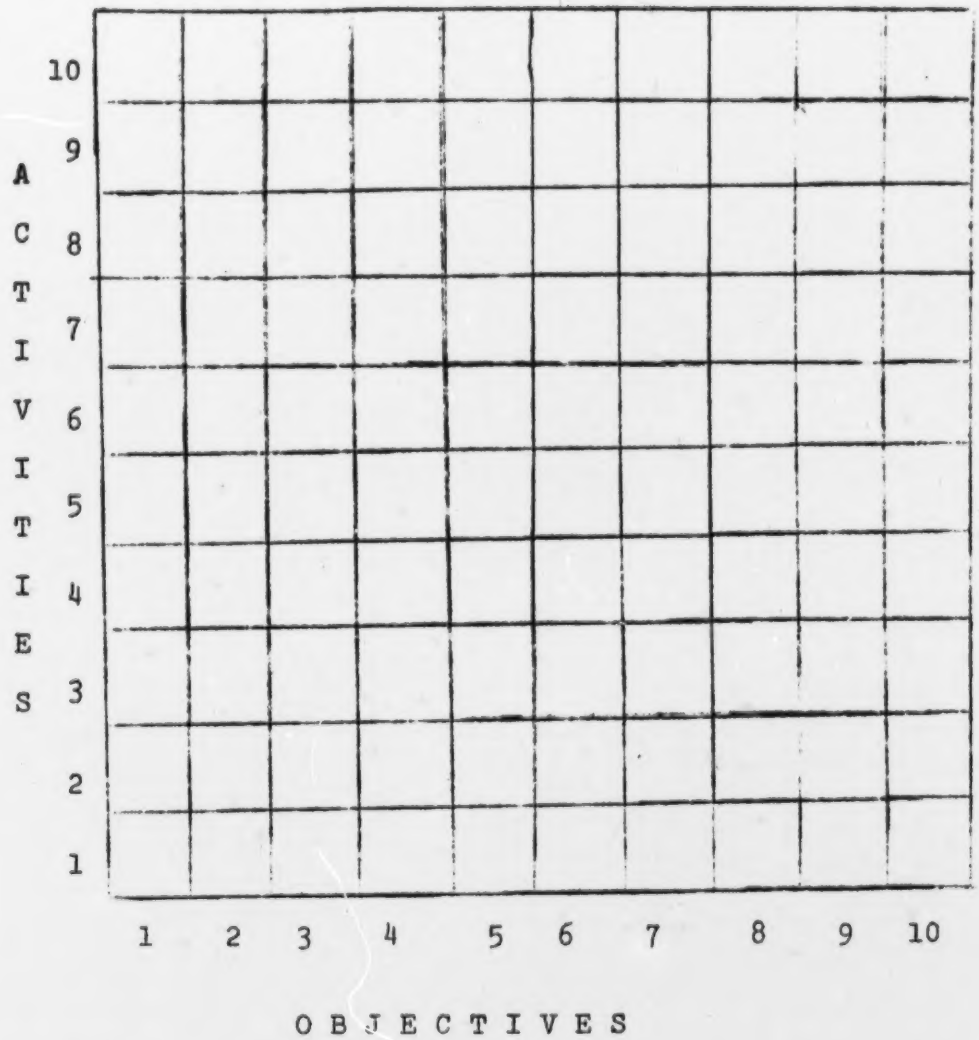
OBJECTIVE 6: You will appreciate the present role of French-Canadians and Acadians in New England (and in our study in the state of Maine) through an understanding of their culture which has been preserved in the life style of the "little Canadas" in Maine milltowns and in the valley of the St. John River. French-Canadians are descended from five thousand of 1670 and today number in the millions having an impact on cultural life of the communities where they have lived and do now live.

Activity 1: This is an open-end activity in action research. If you have French-American families in your town, plan to show in a graphic way of your own choice, (illustrations, interview on tape, story, explanation of customs, family names, street names, or other) the impact of the French-Canadian culture in your community.

Activity 2: Using Source #5, "Little Canada - - A Vanishing Neighborhood", plan an argument for or an argument against, helping "the vanishing neighborhoods" in the New England towns in which they exist. You may wish to plan this activity with another classmate, each of you taking an opposite side in the argument.

Activity 3: Using Source #6, Claire's Family, plan a role play with classmates to present the French-Canadian origins and present culture as expressed in this case study.

Activity 4: From the early days of French-Canadian settlement in the St. Lawrence and in Acadia, the seasonal employment in lumbering has been a winter source of income. Using ballads, poems, interviews, or other historic sources of our own, write a short story to show that these people were a source of man-power in the lumber and later the pulp and paper industry.


ACTIVITIES
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OBJECTIVES